General Certificate of Education (Adv. Level) Examination, August, 2019
General English (13)

Marking Scheme

Distribution of marks

Paper I

Part A	**-**	**35**
Part B	**-**	**25**
Total	**-**	**60**

Paper II

Part A	**-**	**50**
Part B	**-**	**25**
Part C	**-**	**65**
Total	**-**	**140**

Final Marks - $\frac{\text{Paper I + Paper II}}{2}$

- **100**

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Department of Examinations, Sri Lanka

General Certificate of Education (Adv. Level) Examination, 2019 August

General English (13)

Solutions

Paper I

Part A - Grammar and Vocabulary (35 marks)

Question 1

1. Fill in the blanks in the following text, using the prepositions given in the box. Use each preposition only once. There is one preposition extra. (05 marks)

of,	towards,	along,	on	to,	in

Two young employees who were recruited recently were arguing (1)…**in**…..the office when their boss walked (2)…**towards**……them. The boss asked, "Why are you arguing?" One employee answered, "There was a hundred rupee note (3)…**on**…….this table and we decided to give it to the one who tells the biggest lie." "You should be ashamed (4)…**of**.....yourselves," said the boss, "When I was at your age, I didn't even know what a lie was." Immediately, the two employees gave the hundred rupee note (5)……**to**…..the boss.

in,	**towards,**	**on,**	**of,**	**to**

Question 2

Fill in each blank with the correct form of the verb given in brackets. (10 marks)

One day, while two friends, Kavindu and Savindu, (1)…**were walking**…..(walk) through a valley, at one stage in their journey, they had an argument and Kavindu slapped Savindu in the face.

Savindu was hurt but without (2)…….**saying**…….(say) anything he wrote in the sand near the bank of the river, 'Today Kavindu slapped me in the face.'

They kept on walking until they (3) …… **found/could find/were able to find** ... (find) a suitable place to rest. And they decided (4)… **to have** …….(have) a wash there. Savindu got stuck in the mud of the river and started (5)… **drowning/to drown** ….. (drown), but immediately he (6) …**was saved**…… (save) by Kavindu. After Savindu (7)……**had recovered/recovered**……..(recover) from his shock, he wrote on a rock, 'Today Kavindu saved my life.'

Then Kavindu (8) ……**asked**…… (ask) him, "After I hurt you, you wrote in the sand and now, you are writing on a rock, why?"

Savindu replied, "My dear friend, (9**)…(do) remember**….(remember) that when someone (10)……**hurts**…….(hurt) us, we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it."

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Question 3

Underline the correct word from those given within brackets to fill in the blanks in the following text.
(10 marks)

A boy and a girl (1) …… (was/ **were**/ been) playing together. The boy had (2) ……(**a**, those, many) collection of beautiful marbles. The girl had (3) ……(**some**/ much/ any) toffees with her. The boy offered to give the girl all his marbles (4) ……(on/ **in**/ with) exchange for all her toffees. The girl agreed. The boy gave all the marbles to the girl, but secretly kept (5) ……. (a/ few/ **the**) most beautiful marble for (6) ……(his/ he/ **himself**). The girl gave him all her toffees (7) …….. (unless/ **as /** though) she had promised. That night, the girl slept peacefully. But the boy couldn't sleep as he kept wondering if the girl had hidden some more tasty toffees from (8) …….. (he, **him**, his) the way he had hidden (9) ……(himself/ **his**/ him) best marble.
If you don't give your hundred percent in a relationship, you'll always keep doubting (10) …….. (after, **whether**, before) the other person has given his/her hundred percent.

Question 4

Underline the correct word/phrase from those given within brackets. (05 marks)

1. He played a key role in ……..the cause of a viral disease. (inventing, **discovering**, looking, observing)

2. His practical solutions helped people to…….……..their lives. (**improve**, grow, enlarge, increase)

3. Imran invited Ramesh to come and …… the movie. (seem, **watch**, look, stare at)

4. We highly …….. your contribution towards this work. (insert, enhance, express, **appreciate**)

5. Mutual understanding can help us ……..a better society. (inculcate, introduce, **create**, implement)

discovering,	**improve,**	**watch**,	**appreciate,**	**create**,

Question 5

Underline the correct word-ending, selecting from those given in brackets. (05 marks)

The number of accidents in expressways has been increasing over the past three years. Even though the (1) author……..(**ities**/ization/ ize) have provided several safety precautions, over 2000 accidents have been reported during the last three years. In the meantime, (2) leg……..(alized /ally /**al**) action has been taken against 355 drivers who violated traffic (3) regul…….(arly/ **ations**/ ar) on the Southern Expressway in the last 25 days. Police said drivers were charged for driving at (4) excess…….(**ive**/ ively/ iveness)) speed, causing accidents due to reckless driving. A senior (5) offic……..(e/ ers / **ial**) said that drivers were yet to come to terms with the rules for the expressway.

ities,	**al,**	**ations,**	**ive,**	**ial**

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Part B - Reading & writing (25 marks)

Question 6

Underline the option that best expresses the meaning of each of the sentences given below. (05 marks)

1. Having visited Polonnaruwa, the tourists proceeded to Kandy.

   (1) The tourists visited Polonnaruwa but could not go to Kandy.
   (2) The tourists first visited Kandy and then went to Polonnaruwa.
   (3) The tourists first visited Polonnaruwa and then went to Kandy.
   (4) The tourists could visit neither Kandy nor Polonnaruwa.

2. It was so good of Kannan to come to our rescue when our car broke down.
   (1) When our car broke down, Kannan did not come to help us.
   (2) We appreciated Kannan helping us when our car broke down.
   (3) Kannan was a good man but did not help us when our car broke down.
   (4) When our car broke down, Kannan wanted to help us but he couldn't.

3. Kasuni had only just walked into the office when the telephone rang.
   (1) Kasuni entered the office soon after the telephone rang.
   (2) While the telephone was ringing, Kasuni entered the office.
   (3) Kasuni entered the office when she heard the telephone ringing.
   (4) As soon as Kasuni entered the office, the telephone rang.

4. If Sumeda had helped Ravindran, Ravindran would have got the job.
   1) Sumeda helped Ravindran and therefore Ravindran could get the job.
   2) Sumeda did not help Ravindran but Ravindran was able to get the job.
   3) Sumeda did not help Ravindran so Ravindran could not get the job.
   4) Sumeda helped Ravindran but Ravindran was not able to get the job.

5. The alternative road has got to be built to take the traffic away from the city centre.
   (1) The alternative road would create heavy traffic in the city centre.
   (2) The alternative road would reduce traffic in the city centre.
   (3) The alternative road would be heavily congested with traffic.
   (4) The alternative road would not help to ease the traffic in the city centre.

3, 2, 4, 3, 2

Question 7

Read the following text and answer the questions (a) and (b). (10 marks)

English Language Proficiency Test is a standardized local test of English conducted by two private sector organizations in Sri Lanka - the Ceylon English Association (CEA) and English Learners' Society (ELS). The test was first administered in 2016.

Test Format

There are two versions of the test, Academic English Test and General English Test. Both versions are graded in exactly the same way. Candidates must take the first three parts of the test on the same day, in the order of Listening, Reading and Writing and there are no breaks between these parts. The final part, Speaking, which is of 15 minutes duration, will be held within seven days. All parts are compulsory. 25 marks are allocated for each part.

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Academic English Test	General English Test
This test measures English language proficiency needed for academic purposes.	This test measures English language proficiency needed for general purposes.
Listening (30 minutes, plus 10 minutes extra to transfer your answers to your answer sheet.) Four recorded conversations.	Listening Same as in Academic English Test.
Reading (One hour) Three long reading passages with tasks will be given. Texts may also include non-verbal material such as diagrams, graphs and illustrations.	Reading (One hour) Three reading passages with tasks will be given. All texts will be drawn from general contexts.
Writing (One hour) 1. Writing task of at least 150 words where the test taker must summarize, or explain a table, graph, chart or a diagram. 2. Short essay task of at least 250 words.	Writing (One hour) 1. Letter writing task of at least 150 words. 2. Short essay task of at least 250 words
Speaking Face-to-face interview.	Speaking (Duration & Procedure same as in Academic English Test).

(a). Underline the most appropriate response in each of the questions from **1- 4.**

1. Which of the following is true about the test?
   (1). It is an international test.
   (2). The test has more than two versions.
   (3). The test is offered by state sector.
   (4). Each version consists of four parts.

2. Which of the following parts is allocated the least time duration?
   (1) Listening **(2). Speaking** (3). Reading (4). Writing

3. A candidate starts the General English Test at 9.00 a.m. on a particular day. At what time should he/she finish completing the answer sheets of the Listening Part?
   (1). 9.20 a.m. (2). 9.30 a.m. **(3). 9. 40 a.m.** (4). 9. 50 a.m.

4. Which of the following is **not** mentioned in the text?
   (1). The Examination fee of the test.
   (2). The year in which the test was established.
   (3). Number of marks for Reading Part.
   (4). The Institutions that conduct the test.

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(b). Do the following statements agree with the information given in the above text?
In boxes 5 – 10 write True, False or Not Given.

True	If the statement is correct
False	If the statement is wrong
Not Given	If there is no sufficient information

Statements	
5. Academic English Certificate is the highest English language qualification a Sri Lankan student can obtain.	**Not Given**
6. A candidate should answer the Listening part before the Reading part.	**TRUE**
7 . Letter writing skills are tested in Academic English Test.	**FALSE**
8. Academic English Test includes tasks based on graphs for Reading.	**TRUE**
9. The maximum number of words that can be used in the short essay task is 250 words	**FALSE**
10. Each version of the test is conducted only once a year.	**Not Given**

Question 8

Write a paragraph beginning with the given sentence. Use about 75 – 100 words. Do not exceed the word limit. Do not write more than one paragraph. (10 marks)

Proper actions should be taken to maintain a clean and healthy environment. ……

	Description	Marks
Content	*See the Band Description given below*.	**4**
Language Use	*See the Band Description given below*.	**6**

Band Description for Content

Level	Description	Marks
Very Good/Good	Has used specific length. Content appropriate & interesting. Has developed the given key sentence with sufficient supporting details. Selects & organizes facts in a logical manner.	**4**
Moderate	Content fairly appropriate & interesting. Selects & organizes facts in a fairly logical manner.	**3**
Satisfactory	Content not sufficiently developed with supporting details. Frequent gaps in presenting facts.	**2**
Limited	Content extremely limited. Facts not arranged properly to support the key sentence.	**1**

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Band Description for Language Use

Level	Description	Marks
Very Good	Excellent use of language. Free of grammatical errors. Excellent word choice.	**6**
Good	Only few grammatical errors. Choice of words effective.	**5**
Moderate	Occasional errors of grammar Choice of words fairly appropriate.	**3-4**
Satisfactory	Frequent errors of grammar and word choice.	**2**
Limited	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	**1**

- **If the candidate has written more than one paragraph, assess only the first one.**

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Paper II
Part A - Reading skills (50 marks)

Question 01

Read the passage given below in which some words are given in bold type. Then, underline the meaning that is **most appropriate** to the context for the words given in bold type from 1-10. (10 marks)

Thanks-giving Day was near. Sithum's class teacher asked her students to draw a picture of something for which they were thankful.
Most of the class was considered economically **disadvantaged**, but still many would celebrate the holiday with traditional foods. And those were the **subject** of most of her students' art.
Sithum was a different kind of boy. He had always remained **loyal** to his teacher. He was the teacher's true child of misery. One could only guess at the **pain** Sithum felt behind those sad eyes.
Sithum's picture was different and he drew a hand – just an empty hand.
His abstract image **captured** the imagination of his friends. Whose hand could it be? One child **suggested** it was the hand of a police officer, because the police **protect** and care for people.
The teacher **paused** at Sithum's desk, bent down, and asked him whose hand it was. The little boy looked away and slowly **muttered**, "It's yours, teacher."
She **recalled** the times she had taken his hand and walked with him during her free time. How often had she said, 'Take my hand, Sithum, we'll go outside. Or, let's do this together.' Sithum was most thankful for his teacher's hand.

1.	**disadvantaged**	satisfied	stable	**deprived**	thriving
2.	**subject**	selection	**theme**	colour	course
3.	**loyal**	**faithful**	studious	wise	helpful
4.	**pain**	satisfaction	**ache**	illness	injury
5.	**captured**	created	developed	encouraged	**caught**
6.	**suggested**	planned	**proposed**	exclaimed	shouted
7.	**protect**	arrest	detain	**guard**	search
8.	**paused**	**stopped briefly**	slipped slightly	fell suddenly	sat closely
9.	**muttered**	cried	shouted	thought	**murmured**
10.	**recalled**	observed	asked	told	**recollected**

Question 02
Read the following letter and answer the questions 1 and 2. (10 marks)

42/B
Kuliyapitiya
15th May 2019

My dear Rizvana,
It has been quite some time since I wrote to you last. The last month was indeed very **hectic**, as our first term test was in full swing. We all were delighted when our vacation commenced. Our family along with uncle Sisira's family went to Riverstone in Matale during this holiday.

We all went in uncle Sisira's van and had a wonderful time. We started our journey in the morning from Kuliyapitiya and reached Matale town around 7.30 a.m. After taking breakfast at a restaurant in Rattota, we reached Illukkumbura forest bungalow around 10.00 a.m. This bungalow had been

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reserved by my father before our vacation started. After having a cup of tea **there**, we proceeded to Riverstone which is about 10 km from the bungalow, with our guide, Bandara, who joined us there. We drove up to Riverstone Telecommunication Tower and parked our van near a small river and began trekking from there towards the mountains. As there weren't many visitors on that day, we felt our journey relaxed.

We headed to Sera Ella and enjoyed the refreshing cold spray of misty water droplets there. Oh! – I forgot- before that, we visited 'mini worlds end' and enjoyed the picturesque view of Knuckles range and Thelgamuwa valley. From Sera Ella, we all walked to Thelgamu Oya and had a cooling dip bath after a long arduous trek. My mother had prepared sandwiches. After having sandwiches for our lunch, we reached our lodge at 5.00 p.m. and enjoyed our dinner prepared by Bandara. Next morning, we all set out to Kuliyapitiya after breakfast.

You must also plan a visit to this place and I am sure you will enjoy it. Give my love to Anili.

Loving friend
Seetha

1. Do the following statements agree with the information given in the above text?

   In boxes (1)- (8) write True or False**.**

True	If the statement is correct
False	If the statement is wrong

Statements	
(1) The two families went to Riverstone before the vacation.	**False**
(2) Seetha's family started the journey before 7.30 a.m.	**True**
(3) Their vehicle was kept at the Illukkumbura forest bungalow when they visited Sera Ella.	**False**
(4) A lot of tourists had come to Riverstone on the day of their visit.	**False**
(5) Before they reached Sera Ella, they had visited 'mini worlds end'.	**True**
(6) They had a bath at Sera Ella.	**False**
(7) Their lunch was prepared by Seetha's mother.	**True**
(8) They spent the night at the Illukkumbura forest bungalow.	**True**

2. Underline the most appropriate response.

   (a) The word 'hectic' most nearly means
   - (1) awful
   - (2) thoughtful
   - (3) complicated
   - **(4) busy**

   (b) The word, "there" in bold print refers to
   - (1) Matale
   - **(2) Illukkumbura Forest Bungalow**
   - (3) Riverstone
   - (4) Restaurant in Rattota

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Question 03

Read the following poem and underline the most appropriate response to each of the questions from 1-5. (05 marks)

The Sweeper

I know I'm just a humble man
Who works from eight to four.
I rise and eat and work and sweep
And do my best, though poor.

The only colours in my life
Are dusty brown and grey.
Yet I know I must be content
To work for honest pay.

Some pray for money, some for fame,
Some for a great man's smile,
But all I ask for is the chance
To shine a little while.

Just once before I leave this life
I'd like to play a part,
And show that, though a little man,
I have a lion's heart.

1. Which of the following best expresses the meaning of the line 'And do my best, though poor'?
   (1) I do my best to overcome my poverty.
   (2) Although I do my best, I will never be rich.
   (3) I am a poor person but I do my best.
   (4) I can do my best because I am a poor person.
2. Which of the following is most appropriate to describe the phrase, "I have a lion's heart"?
   (1) I am a humble person.
   (2) I am a happy person.
   (3) I am a poor person.
   (4) **I am a courageous person**.
3. Which of the following is the intention of the sweeper?
   (1) **To prove himself worthwhile**.
   (2) To earn a lot of money.
   (3) To spend a luxurious life.
   (4) To leave this world soon.
4. Which word in the poem most nearly means "happy and satisfied"?
   (1) humble
   (2) dusty
   (3) content
   (4) honest
5. The pronoun "some" is used in the poem several times. Who or what does it refer to?
   (1) Great men
   (2) People
   (3) Children
   (4) Chances

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Question 04

Based on the following passage, fill in the blanks in the text given below it. Use only **one** word in each blank. (05 marks)

Stamp collecting is a very popular hobby. People collect stamps not only for what they are worth in themselves but also for their designs, the stories they tell, and the events they commemorate. They reflect different aspects of a nation's life.

Stamp collecting is now far from just a hobby; it is a field of serious study. The study of stamps leads people to the study of geography and history of various countries. "What to collect' and 'How to collect' are the common problems which all beginners encounter.There is hardly any theme which has not been shown on stamps. Some of the popular themes include arts, birds, butterflies, communications, fish, famous men and women, flowers, medicine, paintings, postal history, railways, religion, space, sports, ships and so on. Collectors have, as a result, started specializing in themes. In fact, collections based on themes have become the rule in the last few years.

People collect stamps as a (1) …**hobby/pastime**… and they are mostly concerned with the designs, (2) … **stories** …, and sometimes commemorative events that the stamps depict. Stamp collecting is also a subject of study**.** Stamps show a wide range of (3) …**themes** (accept: **"subjects"**... on them. Birds, sports, and communications are some examples. The diversity of themes has led the stamp collectors to decide on the (4) …**special/specific/particular** (accept **'specialized')**……. themes that they are keen on. Theme-based stamp collecting has become a fashion of stamp (5) …**collectors/ collecting** … recently.

Question 05

Read the following text and answer the questions from 1-4. (20 marks)

Moving to a new country can be an exciting experience. In a new environment, you feel more alive-seeing new sights and eating new foods! After few days, however, new experiences seem stressful and delight turns into discomfort. This is known as culture shock. Culture shock is always more than homesickness, and **it** affects nearly everyone who enters a new culture -tourists, business travelers, diplomats, and students alike. Many experts express diverse views on culture shock. However, **they** agree that it has roughly five stages.

In the first stage, you experience some simple difficulties such as trying to use the telephone or public transportation, but you can quickly overcome these small challenges. You have optimistic views about the new culture; so you are eager to make contact with people.

In the second stage, differences in behavior become more noticeable to you. Because you do not know the customs of the new culture, you may find it difficult to make friends. It is hard to carry on a casual conversation. You overhear a conversation but you cannot understand it. Why is everyone laughing? Are they laughing at you or at some joke that you do not understand?

In the third stage, you feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with people from your home country.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical and irritable. You believe that people are unfriendly.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in negotiating situations. As a result, you can successfully chat about the weather with a stranger in the bus. Then your self-confidence grows. After realizing that you cannot change the differences of your surroundings, you begin to accept and tolerate **them**. For instance, you may not like the way some people in your host country dress, but you do not regard their clothes as wrong – just different.

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1. Do the following statements agree with the information given in the above text?

In boxes (1) – (7) write True, False or Not Given.

True	If the statement is correct
False	If the statement is wrong
Not Given	If there is no sufficient information on this

Statements	
(1) Tourists never become the victims of culture shock.	**False**
(2) Students need the assistance of a psychiatrist to overcome culture shock.	**Not Given**
(3) In the first stage of culture shock, you develop negative views on the new culture.	**False**
(4) Homesickness is less severe than culture shock.	**True**
(5) When you totally reject the new culture, you are in the final stage of culture shock.	**False**
(6) Your language abilities play a role in becoming successful in the fifth stage.	**True**
(7) Host countries provide support services for those affected by culture shock.	**Not Given**

2. Match the following main ideas with the five stages of culture shock by writing the number of the stage in the space provided.

Main Idea	Number of the Stage
(1) Acceptance and adjustment	**5**
(2) Positive feelings towards the new culture	**1**
(3) Negative feelings towards the new culture	**4**
(4) Awareness of small differences	**2**
(5) Need for contact with home culture	**3**

3. Who or what do the following pronouns in bold print refer to?

(1) it (first paragraph) …… **culture shock** ……

(2) they (first paragraph) ……(**many) experts..**(plural form necessary)

(3) them (last paragraph) …… **differences** …(**of the surroundings**)… (plural form necessary)

4. Write one word for each of the given blanks, selecting from the passage, which means the same as the following.

(1) feeling of worry or embarrassment …… **discomfort**…….

(2) very interested or keen …….. **eager** ……

(3) easy to see and observable …… **noticeable** …….

(4) separated from others or without much contact …… **isolated** ……

(5) getting annoyed … **irritable** ……

Part B - Dialogues (25 marks)

Question 06

How do you respond in each of the following situations? Write only **one** sentence or question for each, beginning with the word/s given**.** (05 marks)

Candidates may write different sentences/questions. Accept if each one forms a grammatically correct utterance and is appropriate in the given context. Do NOT deduct marks for spelling or punctuation errors.

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1. Your group wants to complete an assignment soon. Suggest to your friends to go to library.
   "Shall ……**we go/rush to library (the library)**……?"
2. You have to fill in an application form at the bank. Request a pen from a person there.
   "Could ……**you lend/give me your pen/I have your pen (please) /I borrow your pen, please**……?"
3. You have just watched a very good film. What would you say to your friend as you come out from the cinema?
   "What ……**a (nice) film/an excellent film/else can we expect from a film** …."
4. One of your friends invites you to join his/ her family trip. Refuse the invitation with a reason.
   "I'm ……**sorry, I can't (won't be able to/wouldn't be able to) come (join you) because I have an exam/ sorry, I have an exam** ……."
5. You want to enter your principal's room. What would you say?
   "Excuse me, sir /madam. ……**May I come in** …….?"

Question 07

Anushki has come to the *A-Z IT Academy* to inquire about a weekend Graphic Design Course. Complete the missing parts of the dialogue between Anushki and the receptionist of the academy. Do **not** use **more than two** sentences/questions in each blank. **(05 marks)**

The following is only a model answer. Candidates may write different utterances/questions. Consider each utterance as correct if it is grammatical and appropriate. Do NOT deduct marks for spelling or punctuation errors.

Anushki: Excuse me, I am interested in the Graphic Design course you have advertised.
Receptionist: Well, it's mainly for those who have completed their A/Ls.
Anushki: (1) ……**I have just sat the A/L exam** ……
Receptionist: Right, this is for you then.
Anushki: (2) ……**How can/should I apply/Is there an application form** ……?
Receptionist: Well, there's an application form. You have to fill in it and pay the course fee to register.
Anushki: (3) ……**What/When is the final date/deadline/closing date**……?
Receptionist: Next Friday. You should pay the course fee and register on or before Friday.
Anushki: (4) ……**How much is the course fee/What is the course fee/What about the course fee/Could you tell me the course fee/May I know how much the course fee is/ How much should I pay** ……?
Receptionist: It's Rs. 20000/= .
Anushki: (5) ……**When do we (you) have lectures/When do we have to come for lectures/** ……?
Receptionist: Lectures are usually on Saturdays.
Anushki: Ok, thank you for the information.
Receptionist: You are welcome.

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Question 08

Imagine that you are sick. You have come to see a doctor. He/She asks you the details of your illness. Write out the dialogue between the doctor and you. Each one should speak at least five times. (15 marks)

- **Do NOT deduct marks for spelling or punctuation errors unless they distort the intended meaning.**
- **Candidates may use sentence fragments but they should be grammatical.**
- **Marks should not be given if the answer is not in the form of a conversation. (eg: Writing a description about his/her illness.)**

	Description	Marks
Format	Has used dialogue form with a minimum of five exchanges**.**	**1**
Content	*See the Band Description given below***.**	**5**
Language Use	*See the Band Description given below***.**	**9**

Band Description for Content

Level	Description	Marks
Very Good	Content very appropriate to the given situation & very interestingly arranged. Conversation natural and coherent.	**5**
Good	Content interesting & appropriate to the given situation. Conversation natural and coherent.	**4**
Moderate	Content fairly interesting. Occasional breakdowns in the flow.	**3**
Satisfactory	Frequent breakdowns in the flow of the conversation.	**2**
Limited	Content extremely limited. Does not reflect features of a natural conversation. Very poor coherence.	**1**

Band Description for Language Use

Level	Description	Marks
Very Good	Excellent use of language. Free of grammatical errors. Excellent word choice.	**9**
Good	Only few grammatical errors. Choice of words effective for a conversation.	**7-8**
Moderate	Occasional errors of grammar. Choice of words fairly appropriate for a conversation.	**5-6**
Satisfactory	Frequent errors of grammar and word choice.	**3-4**
Limited	Only very few grammatically correct sentences. Vocabulary very limited.	**1-2**

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Part C - Writing skills (65 marks)

Question 09

Select any five words from the list of nouns, verbs, adjectives and adverbs given below and use each one of them in a meaningful sentence. You may use the verbs in any tense. Do not change the form of the other words**.** (05 marks)

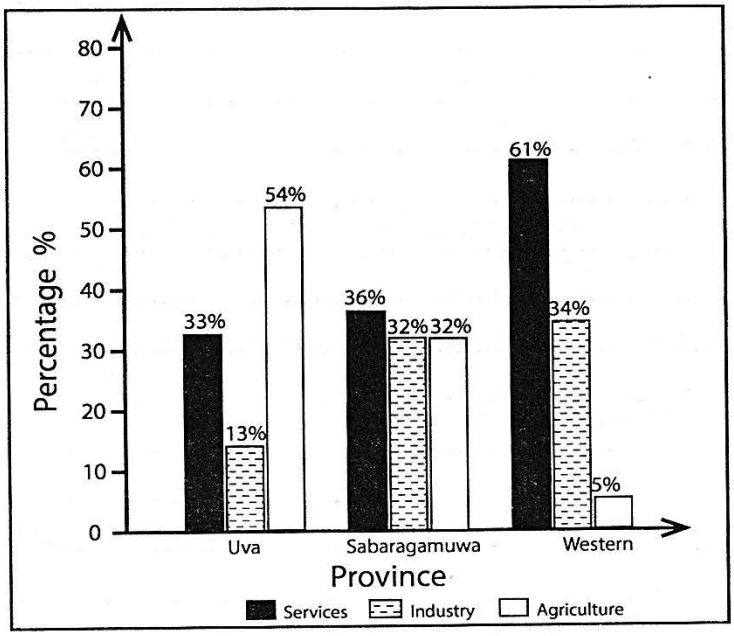
Nouns	passengers, responsibilities
Verbs	expect, continue
Adjectives	massive, efficient, terrible
Adverbs	completely, widely, approximately

- **Assess each sentence separately. Give one mark for each correct sentence (maximum 05 marks).**
- **Do not give any mark if the sentence is not grammatically correct.**
- **Do not give any mark if the sentence does not bring out the meaning of the given word effectively. (E.g. I expect it.)**
- **Deduct one mark from the overall mark if there are more than Five spelling errors altogether.**
- **If the same word is misspelt several times, consider them as ONE spelling error.**

Question 10

The following bar chart shows the percentage of the distribution of employed population in three provinces in Sri Lanka by major sectors; agriculture, industry and services. Describe the information by reporting the main features and making comparisons where relevant. Use about 75 words. **(10 marks)**

Percentage of the distribution of employed population



	Description	Marks
Content	*See the Band Description given below***.**	**4**

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Language Use	*See the Band Description given below*.	**6**

Band Description for Content

Level	Description	Marks
Very Good/Good	Has used specific length. Content appropriate. Has elaborated data/trends sufficiently. Selects & organizes facts in a logical manner.	**4**
Moderate	Content fairly appropriate. Selects & organizes facts in a fairly logical manner.	**3**
Satisfactory	Content not sufficiently elaborated. Frequent gaps in presenting facts.	**2**
Limited	Content extremely limited. Presentation of facts very weak.	**1**

Band Description for Language Use

Level	Description	Marks
Very Good	Excellent use of language. Free of grammatical errors. Excellent word choice.	**6**
Good	Only few grammatical errors. Choice of words effective for description of data.	**5**
Moderate	Occasional errors of grammar. Choice of words fairly appropriate for description of data.	**3-4**
Satisfactory	Frequent errors of grammar and word choice.	**2**
Limited	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	**1**

Question 11

Imagine that a drama presented by your group has won the first place in a drama competition. Write a letter to a friend who does not know about this. Include the following.

- how you practised the drama and who helped you
- your role in the drama
- when and where the final event was held
- how you feel now

Use about 100-125 words. Do not exceed this word limit. (15 marks)

	Description	Marks
Content	*See the Band Description given below*.	**5**
Language Use	*See the Band Description given below*.	**10**

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Band Description for Content

Level	Description	Marks
Very Good	Has used specific length. Content very appropriate & very interesting. Has used appropriate beginning and ending. Selects & organizes all the given facts very effectively to suit informal communication.	**5**
Good	Has used specific length. Content appropriate & interesting. Has used appropriate beginning and ending. Selects & organizes most of the given facts to suit informal communication.	**4**
Moderate	Content fairly appropriate & interesting. Selects & organizes some of the given facts in a fairly appropriate manner.	**3**
Satisfactory	Content not sufficiently elaborated. Frequent gaps in presenting facts.	**2**
Limited	Content extremely limited. Facts not arranged properly to convey the intended meaning.	**1**

Band Description for Language Use

Level	Description	Marks
Very Good	Excellent use of language. Free of grammatical errors. Excellent word choice.	**10**
Good	Only few grammatical errors. Choice of words effective for an informal letter.	**8-9**
Moderate	Occasional errors of grammar. Choice of words fairly appropriate for an informal letter.	**5-7**
Satisfactory	Frequent errors of grammar and word choice.	**3-4**
Limited	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	**1-2**

- **Do NOT give more than two marks if the answer is NOT written in the form of an informal letter. (e.g.: If the candidate writes an essay/article on this event, the maximum mark is 2.)**

Question 12

Your school, Vijaya Maha Vidyalaya, Kalutara, is organizing the Annual English Day programme. The organizing committee has decided to invite Prof. H Rajendran, a Senior Lecturer of the Jaffna University as the Chief Guest. As the Secretary of the Organizing Committee, write an appropriate letter, inviting him. (15 marks)

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	Description	**Marks Range**
Format	Has used format of a formal letter, including sender's address (*if the sender's name is included, do not deduct marks*), receiver's address, date, appropriate salutation, thanking and close. (*Do not give the mark for this part if even one of the above is missing*.)	**0-1**
Content	*See the Band Description given below*.	**0-4**
Organization	Has used appropriate beginning and ending. Has arranged facts in a logical sequence. Has used appropriate linking devices, if/when required. Has paid attention to meaningful paragraphing.	**0-2**
Language Use	*See the Band Description given below*.	**0-8**

Band Description for Content

Level	Description	Marks
Very Good/Good	Has used specific length. Content appropriate and relevant to the given situation. Has elaborated sufficiently. Selects & organizes facts in a logical manner.	**4**
Moderate	Content fairly appropriate and relevant. Selects & organizes facts in a fairly logical manner.	**3**
Satisfactory	Content not sufficiently elaborated. Frequent gaps in presenting facts.	**2**
Limited	Content extremely limited. Presentation of facts very weak.	**1**

Band Description for Language Use

Level	Description	Marks
Very Good	Excellent use of language. Free of grammatical errors. Excellent word choice.	**8**
Good	Only few grammatical errors. Choice of words effective for a formal letter.	**7**
Moderate	Occasional errors of grammar. Choice of words fairly appropriate for a formal letter.	**5-6**
Satisfactory	Frequent errors of grammar and word choice.	**3-4**
Limited	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	**1-2**

- **Deduct <u>two marks</u> from the overall mark if the candidate has used SMS language in the formal letter.**
- **If the body of the letter is missing, do not give any mark for the format alone.**
- **If a candidate has produced an 'invitation card' instead of a letter, the maximum mark he/she will receive is four (4) for the whole answer.**

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Question 13

Some people believe that school children are required to attend private tuition classes. Others believe that going to extra classes is not necessary. What do you think? Write an essay giving your views. Use about 150-175 words. Do not exceed this word limit. (20 marks)

Component	Description	Marks
Content	*See the Band Description given below.*	**6**
Language Use	*See the Band Description given below.*	**10**
Organization	*See the Band Description given below.*	**4**

Band Description for Content

Level	Description	Marks
Very Good	Has used specific length. Content very appropriate & very interesting.	**6**
Good	Has used specific length. Content appropriate & interesting.	**5**
Moderate	Content fairly appropriate & interesting.	**3-4**
Satisfactory	Content not sufficiently elaborated. Information given inadequate to build up an argument.	**2**
Limited	Content extremely limited.	**1**

Band Description for Language Use

Level	Description	Marks
Very Good	Excellent use of language. Free of grammatical errors. Excellent word choice.	**10**
Good	Only few grammatical errors. Choice of words effective for argumentative writing.	**8-9**
Moderate	Occasional errors of grammar. Choice of words fairly appropriate for argumentative writing.	**5-7**
Satisfactory	Frequent errors of grammar and word choice.	**3-4**
Limited	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	**1-2**

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Band Description for Organization

Level	Description	Marks
Very Good	Excellent organization. Has selected, organized and presented relevant information in a very logical manner. Ideas are connected very effectively. Perfect coherence. Paragraphs are meaningfully divided.	**4**
Good	Organization good. Has selected, organized and presented relevant information in a logical manner. Ideas are connected effectively. Good coherence. Paragraphs are meaningfully divided.	**3**
Moderate	Moderate degree of organization. Has selected, organized and presented relevant information in a fairly logical manner. Ideas are fairly connected. Has paid attention to paragraph division.	**2**
Satisfactory	Lacks logical flow of ideas. Paragraph division not very meaningful.	**1**
Extremely Limited	Extremely poor organization. Sentences fragmentary and disjointed. Not intelligible.	**0**

- **Deduct two marks from the overall mark if the candidate has used SMS language.**

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Appendix- Detailed Information about Band Description

Content

This component is assessed in five competency levels: "Very Good", "Good", "Moderate", "Satisfactory" & "Limited". The relevant competency levels are described below in common:

Level	Description
Very Good User	Able to select very important facts and present them in a very logical manner. Effectively addresses the topic/task. Uses appropriate explanations/exemplifications where relevant.
Good User	Able to address the topic/task well, though some points may not be fully elaborated. Uses sufficient explanations/exemplifications where relevant.
Moderate User	Able to address the topic/task using somewhat developed explanations/ exemplifications.
Satisfactory User	Limited development in response to the topic/task. Inappropriate or insufficient exemplifications/explanations to support or illustrate generalizations in response to the task.
Limited User	Serious disorganization/underdevelopment. Little or no detail, or irrelevant specifics, or questionable responsiveness to the task.

Language Use

This component too is assessed in five competency levels: "Very Good", "Good", "Moderate", "Satisfactory" & "Limited". The relevant competency levels are described below in common:

Level	Description
Very Good User	Able to construct both simple & complex sentences free of grammatical errors. Able to select most appropriate grammatical structures for the intended purpose. Able to use spelling & mechanics of writing without errors. Able to select and use exact words most appropriate for the intended purpose.
Good User	Able to construct both simple and complex sentences appropriately. Able to use spelling & mechanics of writing appropriately. Nevertheless, few errors in these areas can be found. Able to select appropriate words to suit the intended purpose.
Moderate User	Able to construct grammatically correct sentences most of the time. However, occasional errors can be found in grammar, spelling, punctuation, capitalization etc. Able to use fair amount of vocabulary to convey the intended meaning.
Satisfactory User	Able to construct simple sentences. However, frequent errors can be found in grammar, spelling, punctuation, capitalization etc. Able to use only a limited range of 'general' vocabulary.
Limited User	Able to construct only a very few grammatically correct sentences. The piece of writing mostly contains fragmentary sentences. Serious errors of spelling, punctuation, capitalization etc. Able to use only very limited 'day-today' vocabulary items.

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General Instructions for Writing Questions (Subjective-type Test Items)

- The examiner should use his or her discretion when allocating marks for each category.
- Make sure that the candidate deserves the overall mark you give him/her.
- If the content is totally irrelevant/question copied, give zero (0) for the whole answer.
- If all sentences are fragmentary/grammatically incorrect but the content is sufficient, relevant and good, give zero (0) for language use and not more than two marks for content.
- If only one/two sentences are grammatically correct but the content is sufficient, relevant and good, give one (01) or two (02) marks for language use and not more than two (02) marks for content.

General Instructions for Objective-type Test Items (MCQs & Binary Choice)

- One mark will be given for each correct response.
- For All MCQs: If the candidate has circled, underlined, marked or written the correct response, accept it.
- For All Binary Choice Items: If the candidate has appropriately written T/F, True or False or Yes/ No, or Right/Wrong or put a tick or a cross, accept it.
- Unless otherwise specified, spelling/punctuation/grammatical errors should not be penalized in objective-type questions.

Paper II - Question 10: Sample sentences produced by the candidates this year

(Candidates may write different sentences; assess them in terms of Language use & Content.)

1. A lot of people in the Western province are employed in the service sector.
2. One third of the working population in the Western province is employed in the industry sector.
3. One third of the people in the Western province are employed in the industry sector.
4. The number of employees in the agricultural sector is higher than that of the service sector in the Uva province.
5. A number of employment opportunities are available in the service sector.
6. Sixty percent of the working population in Western province is employed in the service sector.
7. Thirty three percent of the people in the Uva province work in the service sector.
8. A large number of people in the Sabaragamuwa province work in the service sector.
9. The majority of people in the Sabaragamuwa province work in the service sector.
10. The majority in the Sabaragamuwa province is employed in the service sector.
11. The majority in the Uva province are engaged in various agricultural activities.
12. There are a large number of employees working in service sector and most are found in the Western province.
13. A 54% majority in the Uva province is employed in the service sector.
14. A large majority of employees in the Western province work in the service sector.

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